

HARTFORD RESOURCE GUIDE
to
RELIGIOUS EDUCATION
in the Church

Edited by

DANIEL F. KRAFT

in collaboration with

Prof. EDNA M. BAXTER AND Prof. HELEN M. EDICK

and other members of the Faculty of

The Hartford School of Religious Education

Copyright 1957

THE HARTFORD SEMINARY FOUNDATION

All rights reserved

THE HARTFORD SEMINARY FOUNDATION BULLETIN

No. 22

January, 1957

TABLE OF CONTENTS

PAGE

INTRODUCTION	1
RELIGIOUS EDUCATION IN THE CHURCH	3
1. ADMINISTRATION AND SUPERVISION	3-10
a. Director or Minister of Religious Education	3
b. Church School	3
c. Camping	4
d. Vacation Church School	4
e. Weekday Church School	4
f. College Campus and Religion	5
g. Adult Education	6
h. Board of Religious Education	8
i. Council of Churches	8
j. Leisure and Recreation	9
k. Building and Architecture	9
l. Family and Religious Education	9
m. Records and Reports	9
n. Church Library	9
2. PHILOSOPHY OF RELIGIOUS EDUCATION	10-12
a. Relatively Elementary References	10
b. More Advanced References	11
3. UNDERSTANDING OF AND WORKING WITH AGE LEVELS.....	12-20
a. Place of Love, Acceptance, etc.	13
b. Normal Growth and Development by Ages	13-19
c. Special Problems	19
4. LEARNING PROCESS AND TEACHING PROCEDURES	20-23
a. Educational Activitied Experiences	22
b. Social and Inter-cultural Education and Experiences	23
5. LEADERSHIP EDUCATION	23
6. CURRICULA (<i>By age groups</i>)	24-40
7. DRAMA AND CHORAL SPEECH	41
a. Marionettes and Puppets	41
b. Psycho-drama and Role-playing	41
8. RELIGIOUS QUESTIONS	42
9. STORY TELLING	42
10. MISSIONARY EDUCATION	43
11. RELIGION AND SCIENCE	43
12. BIBLIOGRAPHIES	44
OUTLINE FOR MORE COMPLETE GUIDE	45

INTRODUCTION

This guide to religious education has been organized and prepared to help the following possible users develop, live by and teach a mature religion:

Ministers	Parents
Directors of Religious Education	Teachers
Boards of Education	Group Leaders
Church School Superintendents	Librarians
Christian Laymen of all ages	Educators

A drastic yet thoughtful selection has been made so that users will not be overwhelmed by numerous titles from which to choose. Limited space in this edition has necessitated further additional, arbitrary selection.

It appears to some seekers after truth, that many authors write thousands of words because they have to say something rather than because they have something to say. The vast store of knowledge used freely by scholars is often hidden to Christian Laymen. Although new significant books, pamphlets, films, etc. are being produced every month these are not available to potential users unless they are *known to be available* at the time they are wanted.

CRITERIA FOR DISCRIMINATING SELECTION OF TITLES

It is well known that a person "convinced" against his will is of the same opinion still. The beliefs which *really* count in a person's life are said to be those which he *freely* develops himself rather than those which are superimposed on his life by another no matter how competent or "correct" that person might be (in his own opinion). The confident leader who has thought his way through to his own convictions will probably want those with whom he is working to experience this same satisfaction in thinking and he should have faith that his own conclusions will stand up well when compared with those of others.

It has been said that education is not teaching people to know what they do not already know but rather it is teaching people to behave as they do not already behave. It is further claimed that one cannot force another to learn any more than one can force a horse to drink. Today biologists tell us that every living organism seems to have a goal or purpose toward which it is striving. If these are true then the task of the

educator (or the individual in self-education) would seem to be (a) to help the individual know and elevate his or her personal goals and purposes, (b) to guide the individual to find, select and use resources and experiences which will help achieve those goals and purposes and (c) to help individuals to keep God central and in personal relationship. These the learner should *want* to do before effective learning can take place. The leader should be able to supply adequate and acceptable motivation to guide the individual to this *attitude of wanting*.

This resource guide should then help locate resources which will give learners a chance to study various subjects from different points of view and to decide for themselves what to make a part of their personal lives. However, the user of this guide who has a different philosophy of education from that stated above should find many valuable resources listed here *to help him achieve his purposes*. It is expected that all users will draw from many sources other than this resource guide. "The choice is always ours."

KEY TO SYMBOLS

After titles and descriptions of audio visuals: N — nursery age, K — kindergarten, PR — primary, JR — Junior, JR. HI. — junior high, SR. HI. — senior high, C — college, A — adult, P — parent, T — teacher, L — leader. These are ages for which the material is best suited. 16 mm. means sound motion picture in sixteen millimeter size.

At the end of reviews of audio visuals: VEF — Visual Education Fellowship's Audio Visual Resource Guide published by the National Council of Churches and available in three parts: 1954, 1955, 1956 with paging continuous throughout the three. Cost: \$5.50, \$1.75 and \$2.00 respectively. Special for all three — \$5.00 prior to new single 1957 edition. EFLA — Educational Film Library Association's evaluation card service to be found in most school systems and many libraries. Critical evaluations on annual subscription basis of \$10 for about four hundred cards. WILSON—H. W. Wilson Co.'s two guides to (1) Education Films and (2) Educational Filmstrips listing thousands of audio visuals. Number refers to Dewey decimal system number used in the guides. Should be in public libraries. SAT. REV. LIT.—Saturday Review of Literature reviews. ED. SCREEN — Educational Screen reviews usually in its church department and published monthly.

Religious Education in The Church

LOTZ, PHILIP H., ed. *Orientation in Religious Education*, (Abingdon, 1950), pp. 618, \$6.50.

An over-all view of the religious education movement. Some chapters are excellent and are noted throughout this guide.

1. ADMINISTRATION AND SUPERVISION

a. DIRECTOR OR MINISTER OF RELIGIOUS EDUCATION

DAVIS, ORVILLE L. *The Religious Education Association*, Chapter 35 of *Orientation in Religious Education* edited by Philip H. Lotz, (Abingdon, 1950), pp. 618, \$6.50.

Especially useful for professional leaders in understanding the Religious Education Association.

EAKIN, MILDRED M. & FRANK. *The Pastor and the Children*, (Macmillan, 1947), pp. 182, \$2.50.

The pastor is challenged to take more responsibility for the religious nurture of children and to overcome the tendency to leave this work chiefly to untrained leadership.

LINDHORST, FRANK A. *The Minister Teaches Religion*. (Abingdon, 1945), pp. 125, \$1.25.

b. CHURCH SCHOOL

See especially sections on Leadership Education, Learning Process and Teaching Procedures, Philosophy of Religious Education, Understanding of and Working with Age Levels, and Curricula by Age Levels.

For Every Child (Broadcasting and Film Commission, 1953), 16 mm., 22 min. B&W \$160 sale, \$8.00 rental, Color \$240 sale, \$12.00 rental. A, P, T.

Reviewed in Wilson 268, VEF X-A. Excellent for helping to recruit teachers.

c. CAMPING

This subject is covered under **Leisure Time and Recreation** in the complete guide.

d. VACATION CHURCH SCHOOL

See sections on **Curricula**, **Learning Process** and **Teaching Procedures**, and **Understanding of and Working with Age Levels**.

MURPHY, RUTH E. *The Vacation Church School*, Chapter 21 of *Orientation in Religious Education* edited by Philip H. Lotz, (Abingdon, 1950), pp. 618, \$6.50.

This gives some perspective on the movement.

BLAIR, W. DYER. *The New Vacation Church School*, (Harper, 1934), pp. 300, \$2.00.

Though an old book it probably offers more perspective on the vacation church school program than most of the modern ones.

e. WEEKDAY CHURCH SCHOOL

See also sections on **State and Religion** located under **Nation and Church** and **Community** located under **Community** in the complete guide.

BRUBACKER, JOHN S., ed. *Public Schools and Spiritual Values*, (Harper, 1944), pp. 222, \$2.50. Out of print but valuable.

This excellent book was prepared as a seventh John Dewey Society Yearbook. Its aim is to set forth the widest possible basis of agreement between the "secularist" and the "supernaturalist" positions.

HARNER, NEVIN C. *Religion's Place in General Education*, (John Knox Press, 1949), pp. 167, \$2.50. Out of print.

This deals with religion's place in public education, evaluating trends and making suggestions for future procedure.

JOHNSON, F. ERNEST, ed. *American Education and Religion: The Problem of Religion in the Schools*, (Institute for Religious and Social Studies, publication) (Harper, 1952), pp. ix + 211, \$2.00.

This is a skillful analysis of the problem in relation to Public School Education. It is one of the ablest discussions of the implications of the controversy over American Education and Religion.

f. COLLEGE CAMPUS AND RELIGION

BABCOCK, FERN. *A Program Book for Student Christian Associations*, (Association, 3rd ed., rev. 1948), pp. 115, \$1.50.

A resource book giving what is considered basic information needed by student officers, staff and faculty leaders concerning philosophy, history, organization and program.

BROWNELL, BAKER. *The College and the Community*, (Harper, 1952), pp. 248, \$3.50.

The author holds that segregation of academic studies and teaching from practical living in the community has resulted in a serious failure. Large universities are too far removed from the grass roots. A return to closer inter-relationship is strongly urged and ways of achieving this are suggested.

FERRE, NELS F. S. *Christian Faith and Higher Education*, (Harper, 1954), pp. 251, \$3.00.

The purpose of this book is to constructively propose a relationship between education and religion which protects the integrity of both while joining them on the campus. The author examines the meaning of education, religion and Christianity and then, after considering man's learning from God, makes specific proposals whereby higher education may become more Christian in its practices, goals and motivation.

LIMBERT, PAUL M. ed. *College Teaching and Christian Values*, Association, 1951, pp. 187, \$2.75.

Based on the conviction that men and women with a personal Christian commitment as well as sound academic preparation should be attracted to college faculties. Eight chapters, each written by a different college professor, for the person who is considering college teaching as a career, show the religious and ethical implications of their fields.

MOBERLY, WALTER. *The Crisis in the University*, (Macmillan, 1949), pp. 316, \$2.50.

A critical analysis of today's university brings forth a challenge that their dominant philosophies do not meet the needs of today's world. The author proposes a constructive Christian philosophy as the one needed. Penetrating and highly relevant to American higher education.

RNAVELY, GUY E. *The Church and the Four-Year-College*, (Harper, 1955), pp. 216. \$3.50.

A historical study shows that although some five hundred colleges were founded by the church only one hundred eighty survive and many have severed relations with their founding church. Dr. Snave-ly objectively treats the church's efforts to reverse this historical pattern.

WALSH, CHAD. *Campus Gods on Trial*, (Macmillan, 1953), pp. 138, \$2.50.

Man is basically religious. The author examines critically those gods (progress, evolution, humanitarianism, Americanism, Communism, Christianity) which have taken over the college campuses as God has been neglected, shunned or rejected.

g. ADULT EDUCATION

This whole guide is prepared with the idea that a person becomes and grows as a practicing Christian when he *wants to*. In other words he has freedom of choice to either grow mentally and spiritually or not. He is free to learn more or not as he wishes.

BURKHART, ROY A. *How the Church Grows*, (Harper, 1947), pp. 210, \$2.00.

This provides some basic help for boards of education, teachers in the church, and professional leaders.

SHERRILL, LOUIS J. *The Struggle of the Soul*, (Macmillan, 1951), pp. viii + 155, \$2.50.

This book traces the religious development of the individual from infancy to old age and is particularly suggestive for adults.

Learn a Lot And Like It (United Christian Missionary Society, 1948), sound filmstrip, 88 frames, 18 min., with 2 12" 78 r.p.m. records, B&W \$10.00 sale.

Reviewed in Wilson 268.6, VEF, p. 345.

SOME NEW BOOKS FOR ADULTS

This guide and the more complete guide* consider many aspects of adult education from understanding people and how man thinks learning takes place to philosophies of religious education and missions. Therefore, all sections need to be considered. Following, however, are listed a few samples of some recent books of interest to adults.

* See page 45.

FERRE, NELS. *Making Religion Real*, (Harper, 1955), pp. 157, \$2.00.

This recent book by a writer who speaks to the average person so he can understand religion adequately, grows out of many years of family religious living. It attempts to help the individual and his family make religion in their lives more real rather than too imperfect and defective.

GRANT, FREDERICH. *How to Read the Bible*, (Morehouse-Gorham, 1956), pp. 168, \$2.50.

An experienced teacher of the Bible has written a book that will be of great value for teachers and parents and the average layman. It opens up a great many questions which the layman rarely hears. Useful as a course of study for adults.

LYNIP, RYLLIS GOSLIN. *Great Ideas of the Bible*, (Harper, 1954 and 1955), Vol. I pp. 272, \$2.75; Vol. II pp. 276, \$2.75.

Uses Moffatt translation of the Bible. Outlined for modern living into six major headings, which deal with God, man, right, wrong, faith, suffering and great living. Excellent as a course of study for older adolescents.

MORGAN, ARTHUR S. *Search for Purpose*, (Antioch Press, 1955), \$3.00.

A spiritual autobiography written with admirable sincerity and penetrating clarity, based on a lifetime of devotion to life as a civil engineer, college president, and expert in community organization.

NEIL, WILLIAM. *The Rediscovery of the Bible*, (Harper, 1954), pp. 255, \$3.00.

A scholarly and informed book written in terms readily understood by the plain man who often wonders what the Bible has to say for him as he lives in today's scientific age.

SHERRILL, LEWIS J. *The Gift of Power*, (Macmillan, 1955), pp. 203, \$3.00.

An experienced religious leader has written wisely about the relevance of the Christian religion to contemporary life and how it can be made more relevant to the deeper needs of people of our time at all age levels. Deserves study by religious educators and boards of education.

SINNOTT, EDMUND W. *Mind, Matter and Man*, (Harper, 1957—probably Jan.), probable price \$2.95.

The author, believing that man can be fulfilled only in God, attempts to provide answers which will help man develop a unified and logically harmonious framework of concepts about himself and his

relation to life and the universe. Written by one of today's most distinguished scientists, who draws from his professional experience to support his views.

TILlich, PAUL. *Dynamics of Faith*, (Harper, 1957), pp. 127, \$2.75.

A summary of Dr. Tillich's position as a theologian and thinker. The tenth volume in the World Perspectives series.

ULICH, ROBERT. *The Human Career*, (Harper, 1955), pp. 255, \$3.50.

The view of life expounded here with deep conviction finds in the human career a quality of destiny by which man may hopefully transcend himself. Without reference to doctrinal teachings, Professor Ulich offers a philosophical and religious affirmation that calls for intense devotion from each oncoming generation.

h. BOARD OF RELIGIOUS EDUCATION

Boards of Education will be primarily concerned with a sound philosophy of religious education, with the curricula of the school, with the leadership education of teachers and other leaders, with an understanding of age levels and with an understanding of how to work with both them and parents. A few references are listed here but board members are also referred to:

Philosophy of Religious Education.....	page 10
Curricula by Age Levels.....	page 24
Leadership Education.....	page 23
Learning Process and Teaching Procedures.....	page 20
Understanding of and Working with Age Levels.....	page 12

BARUCH, DOROTHY W. *Parents and Children Go to School*, (Scott, Foresman Co., 1939), pp. 504, \$3.50.

Excellent help for parent councils and boards of religious education.

i. COUNCIL OF CHURCHES

It is suggested that information about councils of churches on local, state, national or world levels be obtained by writing them directly for reports and pamphlets. Addresses may be found in *The Yearbook of Protestant Churches*.

HARMS, JOHN W. *City and State Councils of Churches and Religious Education*, Chapter 33 of *Orientation in Religious Education* edited by Philip H. Lotz (Abingdon, 1950), pp. 618, \$6.50.

Statistics and history as well as philosophy and relations to community are reviewed briefly in twelve pages. A bibliography deals mainly with relations of state and religious education.

SMITH, MARGARET, ed. *1955 Yearbook of the Division of Christian Education*, (National Council of Churches, 1955), pp. 196, \$2.50.

Reviews the work of the Division and its units for the year, contains names and addresses of official representatives from denominations and councils as well as names of members of numerous boards and committees.

j. LEISURE AND RECREATION

See **Leisure Time and Recreation** section in complete edition.

k. BUILDING AND ARCHITECTURE

See **Architecture and Symbolism** section under **Church** in complete edition.

l. FAMILY AND RELIGIOUS EDUCATION

See **Family** section in complete edition.

m. RECORDS AND REPORTS

Reporting on the Growth of Children, (Association for Childhood Education, 1953), pp. 40, \$.75.

Discusses techniques for communication between teachers, parents and children. Attention is given to cooperative study of the child and human relations involved. "What we do, how we did it, and why." Useful for Boards of Religious Education. Replaces an older book entitled *Records and Reports*.

STRANG, RUTH. *Every Teacher's Records*, (Columbia U. Press, revised and enlarged edition, 1942), pp. 48, paper, \$.50.

Very useful and suggestive for church school records.

n. CHURCH LIBRARY

A church owned library of some of the best books, periodicals, pamphlets, flat pictures, filmstrips and slides *could* be a vital center for the religious growth of many members of a local church fellowship. The sharing, discussing and study of these resources have

unlimited possibilities. The cost would be very reasonable when it is realized that such materials would not only be usable year after year as curricula material but would also be available *when needed* or wanted by any or all members of the church to help in their Christian understanding, growth and living. All ages could be serviced on any subjects desired. Christians and would-be Christians need this help from their churches. It is an important means of communicating.

Adult religious education is vital. One of the best resources for such education would be a library in the church.

Titles for such a church library could be drawn from this resource guide as well as other sources.

BUDER, CHRISTINE. *How to Build a Church Library*, (Bethany, 1955), pp. 60. \$1.00.

Offers considerable guidance in arranging the library but does not deal critically with sources or materials. Practical suggestions concerning committee, duties of librarian, filing, cataloging, record keeping, promotion, etc.

2. PHILOSOPHY OF RELIGIOUS EDUCATION

a. RELATIVELY ELEMENTARY REFERENCES

BOWER, WILLIAM CLAYTON. *Christ and Christian Education*, (Abingdon, 1948), pp. 128, \$1.00. Out of print.

A wise teacher gives religious leaders challenging perspective on the teaching of religion. Useful for boards of religious education and leaders.

BRUBACHER, JOHN S. *Modern Philosophies of Education*, (McGraw-Hill, second edition 1950), pp. 370, \$5.50.

Valuable for directors and mature religious leaders.

FAHS, SOPHIA L. *Today's Children and Yesterday's Heritage*, (Beacon Press, 1952), pp. 224, \$3.00.

One of the classics on religious education along liberal lines. A stimulating statement of a living philosophy of religious education.

JOHNSON, RAYMOND B. *What Is Happening in Religious Education?* (Beacon Press, 1948, pp. 88, \$1.75. Out of print.

A remarkably stimulating little book for professional leaders and boards of religious education.

MADDEN, WARD. *Religious Values in Education*, (Harper, 1951), pp. 203, \$3.00.

A superior book for professional leaders in the church. Chapters 7, 8, 9 and 13 are especially valuable.

VANZELLER, HUBERT. *Willingly to School*, (Sheed and Ward, 1952), pp. 258, \$3.25.

Vivid suggestion for teaching.

b. MORE ADVANCED REFERENCES

BAKEWELL, CHARLES M. *Source Book in Ancient Philosophy*, (Scribner's, 1939), pp. 423, \$3.50.

Best one-volume source book on ancient philosophy background for understanding of philosophy and philosophy of education.

BUTLER, J. DONALD. *Four Philosophies and Their Practice in Education and Religion*, (Harper, 1951), pp. 551, \$4.50.

The significance for education and religious education of various emphases in philosophy.

COE, GEORGE. *What Is Christian Education?*, (Scribner's, 1935), pp. 300, \$2.50. Out of print.

A classic by one of America's greatest pioneers in religious education.

DEWEY, JOHN. *Experience and Education*, (Macmillan, 1938), pp. 116, \$2.75.

A classic which needs to be studied by professional educators in the church.

ELLIOTT, HARRISON S. *Can Religious Education Be Christian?* (Macmillan, 1949), pp. x + 338, \$4.00.

One of the classics in religious education. Excellent on types of thought creating problems for Christian education.

MARTIN, CLARK, CLARKE AND RUDDICK. *A History of Philosophy*, (Appleton-Century-Crofts, 1941), pp. 546, \$4.00.

Excellent background for understanding Christian philosophy.

SHERRILL, LEWIS J. *The Rise of Christian Education*, (Macmillan, 1950), pp. 349, \$4.00.

The one adequate source on the history of Christian education. Indispensable.

ULICH, ROBERT, ed. *Three Thousand Years of Educational Wisdom*. (Harvard University Press, 2nd ed. 1954), pp. 614, \$6.00.
A very valuable source book in the history of education.

ULICH, ROBERT. *History of Educational Thought*, (American Book Co., 1950), pp. 412, \$3.50.

A good recent history of educational theory and a useful companion volume to Dr. Ulich's source book above.

WAHLQUIST, JOHN T. *The Philosophy of American Education*, (Ronald Press, 1945), pp. 407, \$4.00.

Good brief summary of American educational theory in relation to main philosophical emphases.

3. UNDERSTANDING OF AND WORKING WITH AGE LEVELS

It is important to know growing persons and their normal patterns of development. An example would be trying to teach a small child to be unselfish. Because the child under three is still establishing himself as a self it is difficult at three to be unselfish.

Many sections of a guide such as this are closely inter-related. It is almost impossible to classify many of the references and many should be listed in several locations. Similarly, anyone who is interested in a topic such as this one will find it not only valuable but practically necessary to study other sections such as 4-Learning Process and Teaching Procedure; 5-Leadership Education; 6-Curricula and the Communication section in the completed edition.

RICHARDSON, FRANK H. *How to Get along with Children*, (Tupper and Love, 1955), pp. 172, \$2.95.

Part one states the goal in theory while part two is a handbook of practice dealing with ninety questions. A practical guide showing how Christian Love on the part of parents and teachers may be the positive influence it must be if children and youth are to develop successfully as individuals with many personal differences.

Children Growing Up With Other People, (United World, 1948), 16 mm., 30 min., B&W, \$95.00 sale, \$8.00 rental. Sr. Hi., A, P, T:

Shows need for and ways of guidance by parents and leaders as children adjust to living with others yet display initiative, natural aggression and individualism.

Reviewed in Wilson 136.7.

Learning To Understand Children: Part I, A Diagnostic Approach, (McGraw-Hill, 1947), 16 mm., 21 min., B&W, \$100.00 sale, \$5.00 rental. A filmstrip for follow-up discussion, B&W, \$3.50 sale.
Part II, A Remedial Program, 23 min., B&W, \$100.00 sale, \$5.00 rental. Similar filmstrip.

Reviewed in Wilson 371, EFLA #753, VEF, pg. 330.

Meeting the Emotional Needs of Childhood: The Groundwork of Democracy, (N.Y.U., 1947), 16 mm., 33 min., B&W., \$120.00 sale, \$6.00 rental. C, A, P, L.

Produced by the Dept. of Child Study at Vassar. One of its "Studies of Normal Personality Development" series. Useful for all who guide children. Relatively elementary in its treatment so especially valuable for some parent groups.

Reviewed in Wilson 136.7, Sat. Rev. Lit. Sept. 9, 1950.

a. PLACE OF LOVE, ACCEPTANCE, RESPECT, SECURITY, SELF-DISCIPLINE, ETC.

BARUCH, DOROTHY W. *New Ways in Discipline*, (Whittlesey House, 1949), pp. 280, \$4.00.

Basic help for teachers and parents and study groups.

b. NORMAL GROWTH AND DEVELOPMENT BY AGES

BACMEISTER, R. W. *Growing Together*, (D. Appleton-Century, 1947), pp. 325, \$3.50. Out of print.

This shows the conditions which affect the growth of American children as they live with parents in the family and in the community.

BENEDICT, AGNES E. AND FRANKLIN, ADELE. *Your Best Friends Are Your Children*, (Appleton-Century-Croft, 1951), pp. 317, \$3.00.

Parents and teachers will like this.

BOSSARD, JAMES H. S. *The Sociology of Child Development*, (Harper, rev. ed. 1954), pp. 790, \$6.00.

Should be used extensively by the director of religious education.

GESELL, ARNOLD AND ILG, FRANCES. *The Child from Five to Ten*, (Harper, 1946), pp. 475, \$4.50.

It could be suggestive for teachers and parents of primary and junior children if its viewpoint concerning categories were corrected

by a dynamic approach to personality. Two other books in the series deal with younger and older individuals. Poor in suggestions for the religious field.

HURLOCK, ELIZABETH B. *Child Development*, (McGraw-Hill, 1956), pp. 669, \$6.00. Text Ed. \$4.50.

Should be studied in church school teachers' groups and summer leadership education classes in order to adapt the work of the church to the needs and the capacities of children. Excellent. Series of films and filmstrips correlated with it. Leaders' guides are available for the book and for the films.

JERSILD, ARTHUR T. AND TASCH, RUTH J. *Children's Interests and What They Suggest for Education*, (Teachers College, Columbia U., 1949), pp. 173, \$3.25.

Here is a survey of the wishes, interests, likes and dislikes which children express and what these mean in the light of their everyday activities and situations. This careful study will aid teachers of all age levels and affect the curricula.

JERSILD, ARTHUR T. *In Search of Self: An Exploration of the Role of the School in Promoting Self-Understanding*, (Teachers College, Columbia U., 1952), pp. 141, \$2.75.

Here is a readable and interesting exploration of the role of the school in the child's self-understanding.

MERRY, RALPH V. AND MERRY, FRIEDA K. *The First Two Decades of Life: A Revision and Extension of From Infancy to Adolescence*, (Harper, 1950), pp. 600, \$4.50.

This volume should be in the church library as a resource on religious growth as well as for the study of the development of each age level.

REDL, FRITZ AND WINEMAN, DAVID. *Controls from Within*, (Free Press, 1952), pp. 332, \$4.50.

Wise and basic helps for parents as well as teachers in dealing with children and young people.

(1) Infant

GESELL, ARNOLD. *How A Baby Grows*, (Harper, 1945), pp. 77, \$3.50.

Useful with parent and teachers in the understanding of the beginnings of a life.

(2) Infant Through Kindergarten

U. S. CHILDREN'S BUREAU. *Your Child from One to Six* (Supt. of Documents, 1956 ed.), #30, pp. 147, \$.20.

This completely revised edition contains a new section on learning to get along without mother, as at a nursery school.

(3) Nursery Age (2 and 3 years old)

ALLEN, WINIFRED Y. AND CAMPBELL, DORIS. *The Creative Nursery Center*, (Family Service Association of America, 1948), pp. 171, \$2.75.

Valuable for neighborhood centers with nursery schools. Useful for churches.

BLATZ, WILLIAM E. et al. *Nursery Education Theory and Practice*, (Morrow, 1944), pp. 365, \$3.50. Out of print.

Gives basic theory for Sunday and week-day nursery schools.

READ, KATHERINE H. *The Nursery School: A Human Relationships Laboratory*, (Saunders 2nd ed. 1955), pp. 297, \$4.00, ill.

Written from many years' work in nursery schools. Deals with areas of common experience, understanding feelings, observing and guiding individual growth, etc.

(4) Nursery and Kindergarten (Ages 2 through 5).

See also Nursery above and Kindergarten below and sections 6. a, b and c dealing with curriculum.

BARUCH, DOROTHY W. *Understanding Young Children*, (Teachers College, Columbia U., 1950), pp. 48, \$.60.

Useful in leadership education and for parents.

HARTLEY, RUTH E.; FRANK, LAURENCE K.; GOLDBERSON, ROBERT M. *Understanding Children's Play*, (Teachers College, Columbia U., 1952), pp. 389, \$3.50.

"An invaluable aid to all those who work with, or live with children of nursery through elementary age." Especially teachers of religion. "To read the language of play is to read the minds and hearts of children."

STRANG, RUTH. *A Study of Young Children*, (Abingdon, 1944), pp. 59. Paper \$1.00.

A superior guide for teachers of children up to six. Helpful on religion for these ages.

A Child Went Forth, (Brandon, 1942), 16 mm., 20 min., B&W, \$72.00 sale, \$4.00 rental. P, L.

Produced by the National Association of Nursery Educ. Shows children of ages 2 to 7 as they have experiences, with guidance, at a summer camp. Narration points out educational principles being illustrated.

Reviewed in Wilson 372, Educational Screen—June 1942, pg. 236.

(5) Kindergarten and Primary (Ages 4 through 8)

See also Nursery and Kindergarten above and Primary and Junior below.

HOHMAN, LESLIE B. *As the Twig Is Bent*, (Macmillan, 1940), pp. 291, \$.75.

Vivid, clear description of the factors affecting growth of children. Parents and teachers can make much use of this in their programs.

WICKES, FRANCES G. *Inner World of Childhood*, (Appleton-Century, 1927), pp. 379, \$3.50.

One of the valuable books for all teachers and parents of children.

(6) Primary and Junior (Ages 6 through 11)

PARKHURST, HELEN. *Exploring the Child's World*, (Appleton-Century, 1951), pp. 290, \$3.50.

This material grew out of interviews with varied but real children. It shows teachers and parents how the children think and what kinds of help they need to meet their confusion. Several recordings from the related television programs are available.

U. S. CHILDREN'S BUREAU. *Bulletin #324—Your Child from Six to Twelve*, (Supt. of Documents, rev. ed.), pp. 141, \$.25.

Teachers and parents of primary and junior age children need this detailed information about these children.

(7) Junior (Ages 9 to 11)

Helping Children Solve Their Problems (Association for Childhood Education, 1950), pp. 36, \$.75.

A simple pamphlet that is useful in parent and teacher groups. How to help children build courage and faith in themselves and to use their urge to know.

ZACHRY, CAROLYN. *Personality Adjustments of School Children*, (Scribner, 1929), pp. 306, \$1.80. Out of print.

One of the most valuable ways to learn about older children is a study of cases like these.

(8) Junior High (Ages 12-14)

BOWMAN, CLARICE. *Guiding Intermediates*, (Abingdon, 1943), pp. 156, \$1.00.

This continues to be a valuable guide to work with early adolescents.

ELLIOTT, GRACE LOUCKS. *Understanding the Adolescent Girl*, (Henry Holt, 1930), pp. 134, \$2.00. Out of print.

Though an older book it remains a valuable resource on the problems of normal adolescent girls. It may be studied by parents, teachers, and the girls themselves.

MEEK, LOUIS H. *The Personal-Social Development of Boys and Girls*, (Progressive Education Association, 1940), pp. 243, \$1.50.

This continues to be one of the best sources of help in understanding the neglected intermediate ages. It needs to be widely studied by teachers of early adolescents.

(9) Junior and Senior High (Ages 12-17)

See also Junior High above and Senior High below.

BARUCH, DOROTHY W. *How to Live with Your Teenager*, (McGraw-Hill, 1953), pp. 261, \$3.75.

Probably one of the most useful books in print for parents and leaders of Jr. and Sr. High people.

GESELL, ARNOLD et al. *Youth: The Years from Ten to Sixteen*, (Harper, 1956), pp. 542, \$5.95.

Based on first-hand studies of a selected group of normal adolescents. Interprets patterns and trends of successive stages of growth in youth to help understand them.

HAVIGHURST, ROBERT J. AND TABA, HILDA. *Adolescent Character and Personality*, (John Wiley, 1949), pp. x + 315, \$4.90.

Written in collaboration with the Committee on Human Development, University of Chicago to show (a) various aspects of human development in relation to each other, (b) the growth and changes within given individuals over a period of time and (c) the social environment described and measured with its changes and its relation to human development.

HOLLINGSHEAD, A. B. *Elmtown's Youth*, (John Wiley & Sons, 1949), pp. 480. College ed. \$4.00; cloth: \$5.00.

Here is a factual study of the way adolescents think and act in a typical American town. Shows the impact of social classes on adolescents. All leaders of young folks need to study its implications.

WARNER, WILLIAM LLOYD, et al. *Democracy in Jonesville*, (Harper, 1949), pp. 313, \$4.00.

Church leaders need to face the implications of this analysis of the stratification of people in a typical American city if they wish to understand the influences shaping the lives of their young people.

(10) Senior High (Ages 15-17)

ZACHRY, CAROLYN B. AND LIGHTY, MARGARET. *Emotion and Conduct in Adolescence*, (Appleton-Century-Crofts, 1940), pp. 563, \$4.00.

Teachers of religion need to use such data in their attempt to work effectively with the actual living of young people. This is a superior resource for churches. A basic study that is of particular relevance to adolescents and their leaders.

(11) College and Young People

FAIRFIELD, H. N., et al. *Religious Perspectives in College Teaching: Problems and Principles*, (Ronald Press, 1952), pp. 460, \$4.50.

MOON, ALLEEN. *The Christian Education of Older Youth*, (Abingdon, 1943), pp. 160, paper \$1.00.

One of our experienced leaders has provided a valuable guide for church leaders of older youth.

(12) Young Adults

CHAMBERLIN, J. GORDON. *The Church and Its Young Adults*, (Abingdon, 1943), pp. 124, \$1.00. Out of print.

ELLSWORTH, ALLEN S. *At Work with Young Adults*, (Association Press, 1950), pp. 122, pamphlet: \$1.50. Out of print.

NELSON, JOHN OLIVER. *Young Laymen—Young Church*, (Association Press, Haddam House, 1948), pp. 160, \$1.75.

GLEASON, GEORGE. *Church Activities for Young Couples*, (Association, 1937), pp. 127, paper: \$1.50.

(13) Adult

See Adult Education on page six.

(14) The Aged

This age will be considered in the section on Community in the completed edition.

c. SPECIAL PROBLEMS

(1) Retarded

This subject will be considered in sections on psychology, social work and the community in the completed edition.

(2) Handicapped

See similar references as for the retarded in completed edition.

(3) Gifted

HILDRETH, GERTRUDE HOWELL in collaboration with BRUMBAUGH, FLORENCE M. *Educating Gifted Children at Hunter College Elementary School*, (Harper, 1952), pp. 272, \$3.50.

WITTY, PAUL, ed. *The Gifted Child*, (Heath, 1951), pp. 352, \$4.00.

Valuable to help both parents and teachers. An American Association for Gifted Children publication.

(4) Emotional

See also *Understanding of and Working with Age Levels* above and the section on Psychology in the completed edition.

ADORNO, T. W., et al. *The Authoritarian Personality*, (Harper, 1950), pp. 990, \$7.50.

A basic study of the authoritarian person. Of great value to directors, ministers, and counselors, and an aid to developing a program with teachers who are interested in understanding themselves as well as those with whom they work. (Studies in Prejudice Series).

BARUCH, DOROTHY W. *One Little Boy*, (Julian Press, 1952), pp. 242, \$3.50.

Most parents and teachers *ought to* read this book. Written for those who *want to* know what children are like underneath their usually-spoken thoughts. A true story about one boy but it might be any child. May help adults replace condemnation with love and understanding.

REDL, FRITZ & WINEMAN, DAVID. *Children Who Hate*, (Free Press, 1952), pp. 253, \$3.50.

Here parents and religious leaders are faced with the actual facts about hate and wise approaches to it.

4. LEARNING PROCESS AND TEACHING PROCEDURES

Because much of the curricula of the modern church school deals with living as a Christian by persons now, today, in their current environment, it is suggested that those *interested in any one* of the following sections should *look closely at all as well as* at many other sections of this and the complete guide. Religious Education is not simple, it is complex.

2—Philosophy of Religious Education.

3—Understanding of and Working with Age Levels.

4—Learning Process and Teaching Procedures.

6—Curricula.

COULTER, CHARLES and RIMANOCZY, RICHARD. *A Layman's Guide to Educational Theory*, (Van Nostrand, 1955), pp. 159, \$3.50.

A clear explanation with the use of charts of various theories of how man has thought learning takes place. Considers such theories as those of ancient Greeks, early Christianity, Renaissance, Reformation, Realists, educational conservatism and finally Dewey.

FULLAGAR, WILLIAM A. et al. *Readings for Educational Psychology*, (Crowell, 1956), pp. x - 500, \$1.95.

Reproduces fifty selections from fields related to the subject. The readings selected do not duplicate the basic texts which are listed in the appendix with correlations for the readings. This is well worth the price for the many ideas which the individual articles, usually reproduced in entirety, provide.

HOPKINS, L. THOMAS. *Interaction, The Democratic Process*, (Heath, 1941), pp. 490, \$4.50.

A profoundly significant book on the process of learning. Reading it has caused many leaders to change their thinking and methods of teaching. Closely related to Christian principles.

KELLY, EARL C. *The Workshop Way of Learning*, (Harper, 1951), pp. 169, \$2.75.

Invaluable reference on meaningful ways of teaching; especially useful to teachers of young people and adults and those who help the teachers learn.

KOTINSKY, RUTH AND WITMER, HELEN L. *Personality in the Making*, (Harper, 1952), pp. 454, \$5.00.

Valuable in leadership education and for many teachers of religion and for group workers. The fact-finding report of the mid-century White House Conference on Children and Youth.

RASEY, MARIE. *This Is Teaching*, (Harper, 1950), pp. 217, \$3.00.

Here is demonstrated creative teaching with older groups. Useful in leadership education.

SCHNEIDEMAN, ROSE. *Democratic Education in Practice*. (Harper, 1945), pp. XV+534, Coll. ed. \$3.00.

Excellent illustrations of democratic processes for all teachers in the church.

THURSTON, MILDRED. *Helping Children Live and Learn*, (Association of Childhood Education, 1952), pp. 96, \$1.25.

Brief practical guide for teachers of children ages 7 to 12. Describes and defines good learning experiences with many illustrations of children using materials.

Children Learning by Experience, (United World, 1948), 16 mm., 30 min., B&W, \$125.00 sale, \$10.00 rental. C-A P, L.

Reviewed in Wilson—136.7, EFLA—#605, VEF—pg. 332.

Learning Through Cooperative Planning, (Teachers College, Columbia U., 1948), 16 mm., 20 min., B&W, \$75.00 sale, \$4.00 rental. Pr, Jr, A, L.

Reviewed in Wilson—372, EFLA—#348, VEF—pg. 333.

Teacher as Observer and Guide, (Teachers College, Columbia U., 1946), 16 mm., B&W, \$60.00 sale, \$2.00 rental. P, T.

This is valuable in showing the many activities which contribute to pupils' development and how a teacher with concern for persons could be of value in guiding this development.

Reviewed in Wilson 371.3.

We Plan Together, (Teachers College, Columbia U., 1948), 16 mm., 20 min., B&W, \$75.00 sale, \$4.00 rental. Jr. Hi., Sr. Hi., P, L.

A companion film to *Learning Through Cooperative Planning* which is at the elementary age level. Shows an eleventh grade going through steps of planning, participating and evaluating learning experiences.

Reviewed in Wilson—371.3, EFLA—#2232.

a. EDUCATIONAL ACTIVITIES AND EXPERIENCES

CHILDS, JOHN L. *Education and Morals*, (Appleton-Century-Crofts, 1950, pp. 299, \$3.50.

Chapters 7-10 are especially valuable in the understanding of the role of the pupil's participation in learning.

COLE, NATALIE R. *The Arts in the Classroom*, (John Day, 1940), pp. 137, \$2.75. il.

Developed with a group of nine-, ten-, and eleven-year-old children during fourth and fifth grade experiences. Considers painting, clay work, block printing, free rhythmic dancing and creative writing.

KEISER, ARMILDA B. *Here's How and When*, (Friendship Press, 1952), pp. 174, \$2.75. Paper: \$1.50.

An excellent book on the educational use of various kinds of activities for teaching. Illustrated with simple line drawings.

NEWKIRK, LOUIS V. *Integrated Handwork for Elementary Schools*, (Silver Burdette Co., 1940), pp. 342, \$3.20.

Provides teachers with much help in the philosophy and use of activities in teaching: maps, slides, models, dioramas, panoramas, block printing, etc.

b. SOCIAL AND INTER-CULTURAL EDUCATION AND EXPERIENCES

BAXTER, EDNA M. *Children and the Changing World*, (Abingdon, rev. ed. 1942), pp. 125, \$.50.

A teacher training guide to aid elementary leaders in the church to see better ways of helping children as Christians in their relations to their immediate world.

COMMITTEE ON STUDY OF TEACHING MATERIALS IN INTERGROUP RELATIONS. *Intergroup Relations in Teaching Materials*, (American Council of Education, 1949), pp. 231, \$3.00.

Here is a study of strains and stresses in social relationships which gives clues to better teaching and educational planning in church and community.

COYLE, GRACE L. *Group Experience and Democratic Values*, (Womans Press, 1948), pp. 185, \$2.75.

Teachers and all other group workers in the church will find in this volume some of the most basic help necessary in working democratically with young folks and adults.

DUNCAN, ETHEL M. *Democracy's Children* (Hinds, Hayden & Eldredge, 1945), pp. xviii + 189, \$2.00.

This book presents an authentic record of one teacher's experience in enabling the children of many cultural backgrounds to share their heritages and to learn to appreciate democracy. These techniques can be used by religious teachers.

KILPATRICK, WILLIAM HEARD AND VAN TIL, WILLIAM, eds. *Intercultural Attitudes in the Making: Parents, Youth Leaders and Teachers at Work*, (Harper, 1947), pp. 246, \$3.00.

This ninth yearbook of the John Dewey Society provides unique, practical help for teachers in dealing with religious and racial prejudice.

POWDERMAKER, HORTENSE. *Probing Our Prejudices*, (Harper, 1944), pp. 73, \$1.25. Paper: \$.75.

Valuable course of study to help any maturity-seeking individual understand this human weakness. Especially useful for adolescents.

5. LEADERSHIP EDUCATION

Because the education of leaders is so closely related to many other sections of this guide and because the contents of those sections are so important to effective leadership, the reader is referred to the following sections:

1—Administration and Supervision

- 2—Philosophy of Religious Education
- 3—Understanding of and Working with Age Levels
- 4—Learning Process and Teaching Procedure
- 6—Curricula
- 9—Story Telling

While the above will be most helpful in a study of methods and principles of leading and guiding, the whole resource guide when completed will be valuable to help leaders in their better understanding of the *subject areas* covered.

EAKIN, MILDRED AND FRANK. *The Church School Teacher's Job*, (Macmillan, 1949), pp. 283, \$3.00.

This comprehensive study of the teacher's job should be useful in the selection of teachers and in planning for teacher education within the local church or in cooperative schools.

HYDE, FLOYD S. *Protestant Leadership Education Schools, (Contributions to Education, no. 965)* (Teachers College, Columbia U., 1950), pp. 164, \$3.00.

The conclusions of this study and its evaluation of Protestant leadership schools should enable local churches to see the need for specific local education of leaders.

6. CURRICULA

It has been said that the school curriculum is what happens *in the living* of the children all day. This is supported by today's knowledge of the human being as to how he perceives, how reading ability varies within a group, and how he selects that which he will actually use on future days regardless of what any would-be teacher would like him to perceive and use.

This makes the curriculum much more extensive than a single text book for a subject or course. This suggests the need for numerous pieces of material of varying complexity and numerous contrived and real experiences — with guidance. Since life involves much in human relationships these necessarily become part of the effective school's curricula. Work by committees is not only possible but preferred with such curricula.

A well organized church library and a good library for each grade or department encourage learning at moments when interest is high and need for knowledge actually exists in the minds of learners.

This kind of curricula is far different from one super-imposed from the outside by an "educator" remote from knowledge of the individuals in the group. This kind of curricula places great importance on the teacher and the individual persons in the group. Thorough understanding of

information such as that listed in sections two, three and four of this guide is prerequisite to an effective working curriculum.

BAXTER, EDNA M. *Teaching the New Testament in the Church*, (Christian Education Press, about Jan. 1957), probable price \$2.50.

Twenty-five years of experience with graduate students doing field work under very close supervision in a school of religious education have provided much of the foundation for this book. The first part illustrates a way to teach the New Testament to those of adolescent age. The second part deals with the use of the Bible with different age levels.

GANS, ROMA, et al. *Teaching Young Children*, (World Book Co., 1952), pp. 454, \$4.50.

Deals with nursery, kindergarten and primary grades. Discusses ideas and principles from professions which are concerned with young children. Shows conditions which directly affect them, discusses effective program, examines traditional subjects and suggests positive teaching procedures.

HAVIGHURST, ROBERT. *Human Development and Education*, (Longmans, Green, 1953), pp. 338, \$4.00.

This is an expansion of the author's *Developmental Tasks and Education*. Discusses effect of development on curriculum and teaching methods. Divided into four major age groups.

JERSILD, ARTHUR T., et al. *Child Development and the Curriculum*, (Columbia U., 1946), pp. 274, \$2.75. Out of print.

Practical and useful to the minister of religious education in understanding curricula as related to age levels.

STRATEMEYER, FLORENCE B. *Guides to a Curriculum for Modern Living*, (Columbia U. Press, 1952), pp. 60, \$1.25.

Though written for public school teachers, it should be carefully studied by all who administer the teaching of religion. Basic ideas have been refined and extended from the major volume, *Developing a Curriculum for Modern Living* by the same author and publisher now out of print. Ways to improve programs at the classroom level are given with suggestions for ways to evaluate.

Pictures of Children Living and Learning, (Association for Childhood Education, 1951), pp. 132, \$2.00.

A simple book which will aid teachers in recognizing the ways children learn. 114 photographs show good educational experiences for children of 2 to 7 years of age.

SPECIAL COMMITTEE ON THE CURRICULUM GUIDE. *A Guide for Cur-*

riculum in Christian Education, (National Council of Churches, 1955), pp. 176, \$2.50.

This is an attempt to give an over-all view of the process of curriculum. It deals with some of the important questions and shows the uses made by some denominations of closely graded and similar materials. It is not critical and leans toward the adoption of denominational material. May be of interest to writers and regional workers.

a. NURSERY

See also **b. Nursery and Kindergarten**, and **c. Kindergarten**, since there is much in common between these ages; just as there are vast differences.

ALMY, MILLIE C. *Child Development*, (Holt, 1955), pp. 450, \$6.25, text ed. \$4.75.

Centered around the lives of six children from infant age to eighteen in order to help make child development principles and findings of research relevant to the lives of children and thereby meaningful. Perspective of time is stressed.

ANDERSON, PHOEBE. *Religious Living with Nursery Children in Church and Home*, (Pilgrim Press, 1956), pp. 179, \$2.50.

Published for the Co-operative Publication Association, an inter-denominational group of denominational editors and publishers. Primarily concerned with three-year-olds and their growth, personal relationships, their Sunday program, their teachers, their parents and home and their weekday nursery.

HYMES, JAMES L., JR. *Understanding Your Child*, (Prentice-Hall, 1952), pp. 188, \$2.95; text ed. \$2.25.

For parents and teachers who want a book interestingly written and easy to understand yet which uses the findings of specialists in education, psychology and related fields to help them and their children. The four major ideas considered are closely related to religion as the Christian should know it.

BURDEKIN, HAROLD. *A Child's Grace*, (Dutton, 1938), pp. 60, \$2.50.

A beginning worship book with photographs which should be in all church nurseries and homes. Out of print.

COLEMAN, SATIS N. AND THORN, ALICE G. *The Little Singing Time*, (John Day Co., 1940), pp. 40, \$2.75.

A classic book of songs for use with ages 3 to 5. Home and church will enjoy this appropriate music.

FOSTER, JOSEPHINE C. AND MATTSON, MARION L. *Nursery School Education*, (Appleton-Century, 1951), pp. 317, \$3.00.

Valuable procedure in the church nursery on Sunday or weekday. Here is basic help.

b. NURSERY AND KINDERGARTEN

See also **a. Nursey** and **c. Kindergarten**. There is much of common interest to the leaders of these two groups. See also sections 3. b, 3, 4 and 5 dealing with normal growth and understanding of these ages.

CAMPBELL, ELIZABETH W. *Security for Young Children*, (Pilgrim Press, 1952), pp. 99, \$1.25.

Valuable pamphlet for parents and teachers of young children. Shows with many photographs that play in the form of blocks, house-keeping, transportation toys and outdoor equipment contributes to the developing life of the child. "Play is learning" at this age.

CHALMERS, MURIEL AND ENTWHISTLE, MARY. *Jesus, Friend of Little Children*, (Nelson Co., 1935), pp. 57, \$.60.

One of the few desirable books about Jesus for children 4 to 6. Of use in home and church.

CLEMENS, MARGARET. *My Prayer Book* (Rand McNally, 1947), pp. 40, \$.75.

Suitable prayers for children 3 to 5 which should be in homes and churches. Designed to give the child a sense of God's closeness.

MANWELL, ELIZABETH M. AND FAHS, SOPHIA L. *Consider the Children: How They Grow*, (Beacon, rev. ed. 1951), pp. xiii + 201, \$3.00.

One of the classic books on religious education of young children, showing mental and emotional health as related to their religious and spiritual life.

McGAVRAN, GRACE. *And When You Pray*, (Pilgrim Press, 1941), pp. 26, \$.35. Out of print.

Simple and practical guide in prayer for parents and teachers of younger children.

WALKER, JANIE. *My Bible Book*, (Rand McNally, 1946), pp. 40, \$.75.

Useful picture book for home and church to use with ages 3 to 5. Some of the simplest and best known Bible verses are illustrated with full-page color pictures.

c. KINDERGARTEN

See also above.

FOSTER, JOSEPHINE C. AND HEADLEY, E. *Education in the Kindergarten*, (American Book Co., 1948), pp. 449, \$5.00.

All church teachers of the kindergarten need to study much of this valuable guide—especially chapters five, six, ten and eighteen.

GOULD, JOSEPHINE T. *Martin and Judy for Parents and Teachers*, (Beacon Press, 1951), pp. 72, \$1.00. Out of print.

A superior kindergarten course. For the philosophy of this procedure see *Consider the Children: How They Grow* by Manwell and Fahs (Beacon Press, 1951), pp. 201, \$3.00.

HARTLEY, RUTH E. et al. *New Play Experiences for Children*, (Columbia U., 1952), pp. 66, paper, \$.75.

Valuable for teachers in the church.

HEFFERNAN, HELEN, ed. *Guiding the Young Child*, (Heath, 1951), pp. 338, \$4.50.

Pre-school teachers as well as parents need this.

HILLS, VERNA AND FAHS, SOPHIA. *Martin and Judy*, (Beacon Press),

Vol. I —1939, pp. 88, \$2.00.

Vol. II —1940, pp. 104, \$2.00.

Vol. III—1943, pp. 100, \$2.00

These are superior stories for the teaching of ages 4 and 5. See the two books mentioned above for teachers and parents to use with these books. Gould, Josephine. *Martin and Judy for Parents and Teachers*; and Manwell and Fahs. *Consider the Children: How They Grow* (Section b).

HUNTER, EDITH F. *Exploring Nature and Life with Five- and Six-Year-Olds*, (Beacon Press, 1951), pp. 43, \$1.00. Out of print.

Here is a superior teacher's guide for older 5- and 6-year-olds in the church school or the vacation school. The pupils' book is entitled "*The Family Finds Out*," pp. 150, \$2.75, illustrated.

KLEIN, SARA G. *In Our Church*, (Westminster, 1950), \$1.49, for set of four booklets.

A useful picture book about the church which may accompany a course on the local church or for the home. This is one of four in a set called the *Westminster Nursery Books*.

KLEIN, SARA G. *I'm Growing*, (Westminster, 1950), pp. 36, \$1.49 for set of four booklets.

A pleasing little book for preschool children in the church and the home. This is one of four in a set entitled the *Westminster Nursery Books*. It will also be useful with the course "*The Gift of Life*" by Gould et al. listed for first and second grades.

MARAMARCO, PHYLLIS. *The Kindergarten of the Church*, (Hartford Seminary Foundation Bookstore, 1955), pp. 207, \$2.25.

Aims to help the teacher use modern knowledge of children and how they learn as she works with them to meet their needs and lay foundations for Christian education. Deals specifically with five-year-olds. Also useful for leadership education.

ROORBACH, ROSEMARY. *Religion in the Kindergarten*, (Harper, 1949), pp. 218, \$2.00.

Parts of this course will be valuable as a meaningful course for a year's program with children aged 4 and 5 in the church. Its Bible stories are better for older grades since most children of kindergarten age know little of other countries or past generations.

WILLS, CLARICE D. AND STEGMAN, W. H. *Living in the Kindergarten*, (Follett, 1951), pp. 374, \$5.00.

Basic guidance which is of great value to all church teachers of 4- and 5-year-olds. Good for leadership training.

d. PRIMARY (Grades 1, 2, 3; Ages 6, 7, 8)

See also sections immediately above and below.

BRYANT, BERNICE. *God's Wonder World*, (Bethany Press, ed., 1954), pp. 102, \$1.75.

This little book of stories of God at work around us is a most interesting book for children's worship. It should be in homes.

JONES, JESSIE O. *This Is the Way*, (Viking, 1951), pp. 64, \$3.00. Beautifully illustrated book.

JONES, MARY ALICE. *Tell Me About God*, (Rand McNally, 1943), pp. 69, \$2.50.

A partially useful approach to the interpretation of God to children for home and church.

LINK, HELEN. *Sunday School Is Fun*, (Christian Education Press, 1948), pp. 32, \$1.00.

A simple picture book for primary children's learning about the church. Also available as a filmstrip.

MULLER, CAROLYN EDNA. *God Planned It That Way*, (Abingdon, 1952), pp. 24, \$1.00. Out of print.

This illustrated book gives excellent help to primary children in identifying God with His creation.

NIEDERMEYER, MABEL A. *Then I Think of God*, (Bethany Press, 1947), pp. 120, \$1.50.

Of value for use in worship with ages 6 to 8. Contains forty-eight illustrated services composed of narrative, prayer and Bible verses.

STEVENS, BERTHA. *How Miracles Abound*, (Beacon Press, 1941), pp. 200, \$2.25.

This is a rare course of study on nature for children between 7 and 10. Here children may begin to discover the amazing ways God is

creating the world around them. A teacher's guide is available. This book should be in the home.

TRENT, ROBBIE. *To Church We Go*, (Wilcox and Follett, rev. ed. 1954), pp. [28], \$1.86.

A picture book for children learning about the local church.

WALPOLE, ELLEN WALES. *A First Book About God*, (Franklin Watts, Inc., 1950) pp. [42], \$1.75.

This simple illustrated book may provoke questions and be enjoyed by children in their homes or in the church.

e. FIRST GRADE (age 6)

See also d. Primary.

ENTWISTLE, MARY. *When Jesus Was a Boy*, (Thomas Nelson, 1947), pp. 57, \$.60.

May be used as extra reading material on a classroom browsing table for those who come early or finish class work quickly. Useful in Christmas season in answering questions about Jesus.

NEVILL, E. MILDRED. *Esa, A Little Boy in Nazareth*, (Friendship Press, 1951), pp. 64, paper: \$.50.

This may serve as an introduction of young children to a little Nazareth child in Jesus' time.

WENSBERG, KATHERINE S. AND NORTHROP, MARY M. *The Tuckers: Growing to Know Themselves*, (Beacon Press, 1952), pp. 188, \$3.00. Adult guide included.

Here is one of the most realistic and helpful courses in print for work with the much neglected six-year-old. This is preventive therapy and an approach to the child which can lead him God-ward.

f. FIRST AND SECOND GRADES (Ages 6 and 7)

See also d. Primary, e. First Grade and g. Second Grade.

LUCKHARDT, MILDRED. *The Bells Ring Out*, (Westminster, 1950), pp. 50, \$.65.

A simple, pleasant, illustrated little book introducing children to the worship of God and to the church.

Gift of Life Course

The following six books could be used effectively together for a course about the gift of life.

BELL, E. S. AND FARAGON, E. *The New Baby*, (Lippincott, 1938), pp. 64, \$1.35. Out of print.

A valuable picture book for parents to use with their children in learning about a new baby.

GOULD, JOSEPHINE, et al. *The Gift of Life*, (Beacon, 1942), pp. 71, \$.85. Out of print.

A teacher's guide for a course helping children of this age to grasp the processes by which God has planned for their care. Out of this course comes the child's religious questions.

MANWELL, ELIZABETH M. AND FAHS, SOPHIA L. *Growing Bigger*, (Beacon Press, 1942), pp. 130, \$2.50.

A story book.

PRATT, ALICE D. *Animal Babies*, (Beacon Press, 1941), pp. 148, \$2.50.

A valuable interpretation of life.

STANGER, MARGARET A. *A Brand New Baby*, (Beacon Press, 1942), pp. 132, \$1.25. (loose-leaf).

May be used as a story book or in the course. Especially valuable for the home as well as the church school.

TAYLOR, FLORENCE M. *Growing Pains*, (Westminster Press, 1948), pp. 48, \$.65.

Here is the story of the problems of several kinds of children trying to play and live together.

g. SECOND GRADE (Age 7)

See also f. First and Second Grades and d. Primary.

MARAMARCO, PHYLLIS N. *Learning about Our Church*, (Hartford School of Religious Education), pp. 100, \$1.25.

This course has grown out of twenty years of experimentation and was written in a tutorial course of study with Prof. Edna Baxter. Besides giving an initial outline for a course with second grade children, it presents characteristics of the seven-year-old child and gives suggestions to teachers in working with parents as well as with children.

McPHERSON, IMOGENE M. *The Little White Church* (Westminster, 1949), pp. 48, \$.65.

A story and picture book for the home or for use in the second grade in a course of the local church.

NELSON, NINA. *We Go to Church*, (Pilgrim Press, 1946), pp. 48, \$.60. Out of print?

h. GRADES THREE AND FOUR (Ages 8 and 9)

See also d. Primary, i. Junior and j. Fourth Grade.

JONES, MARY ALICE. *Tell Me About the Bible*, (Rand McNally, 1945), pp. 91, \$2.50. Illustrated.

Useful in connection with introduction of ideas of the Bible.

LARICK, ELIZABETH P. *The Boyhood of Jesus*, (Hartford School of Religious Education, 1956), pp. 69, \$1.75, mimeographed.

A practical guide for the teacher. Divided into five course sections (introduction, home and family, village of Nazareth, workers and religion) which contain twenty-eight session outlines. An appendix of forty-five pages contains suggestions for learning experiences, equipment, committee work, parents' meetings, stories, pictures, hymns, games and a bibliography.

REED, ELIZABETH L. *Let's Go to Nazareth*, (Westminster, 1948), pp. 50, \$.65.

Deals with Jesus' life in Nazareth as a child.

SMART, JAMES D. *Jesus, Stories for Children*, (Westminster, 1948), pp. 49, \$.65.

This over-all story of Jesus will be especially valuable at Christmas time and at Easter.

SMITHER, ETHEL L. *Picture Book of Palestine*. (Abingdon, 1947), pp. 64, \$1.50.

A fairly authentic description and illustration of Palestinian life as known by Jewish people in the time of Jesus.

Audio Visuals for Courses about Jesus Growing in Nazareth

Palestine in Jesus' Day (Evangelical and Reformed and Cong'l Christian, 1954), Filmstrip; Part I, 64 frames; Part II, 60 frames, color \$5.00 each. Has two scripts; children and adult. Jr.-A.

Reviewed: VEF—pg. 543. Part I only.

Two Thousand Years Ago (J. Arthur Rank, 1938), series of five, 16 mm., rental \$6.00 each. Pr.-A.

This series of five films is authentic and of exceptional value in helping people understand the country and people where Jesus lived. The motion picture series is far superior to the dark and confusing filmstrips which were made from them. Titles are: *The Home*, 19 min., *The Day's Work*, 21 min., *The School*, 16 mm., *The Travelers*, 22 min., *The Synagogue*, 22 min.

For a filmstrip in color covering the same subject, the user is referred to *Palestine in Jesus' Day* described above.

Reviewed: VEF—pg. 72.

See also audio-visuals on this subject under Juniors.

i. JUNIOR (Ages 9 through 11)

See also h. Grades Three and Four above.

LINK, HELEN K. *Our Father, Thoughts and Prayers for Children*, (Christian Education Press, 1952), pp. 96, \$1.75.

The stories interpret everyday experiences of country and city children. Useful for worship in home or church. Contains thirty-three drawings.

NIEDERMEYER, MABEL A. *This Is God's World*, (Bethany Press, 1954 ed.), pp. 104, \$1.25.

A book to help juniors think about God.

Fourth Grade

EVANS, EVA. *All About Us*, (Capitol, 1947), pp. 95, \$2.50.

A fascinating story of different kinds of people on the earth and how they became so varied. Valuable in a junior course on beginnings. Should be in all church libraries. Filmstrip *About People* is based on it.

FAHS, SOPHIA L. *Beginnings of Earth and Sky*, (Beacon Press, 1937), pp. 67, \$2.25. Adult guide \$.75.

This can be used as a story book or as a course of study to provide answers to children's questions about life's beginnings. It was developed in Riverside Church, N. Y. and deserves wide use.

FAHS, SOPHIA L. AND SPOERL, DOROTHY T. *Beginnings of Life and Death*, (Beacon Press, 1938), pp. 152, \$2.25. Adult guide \$.50.

A superior story book with a teacher's guide. It faces problems which children of junior age need to understand concerning life and its processes and meaning.

FAHS, SOPHIA L. *From Long Ago and Many Lands*, (Beacon Press, 1948), pp. 205, \$3.00.

Here is a collection of stories from many cultures coming out of a vast treasury of ancient folklore, legend, and history. They have a bearing on the child's own living and form the basis of a course to aid children to begin to feel that they have a life in common with many other kinds of people.

KLABER, FLORENCE W. *Joseph: The Story of Twelve Brothers*, (Beacon Press, 1941), pp. 63, \$1.25 (paper).

May be used as a story book for the home or as a short course.

LEVINE, MILTON AND SELIGMANN, JEAN H. *The Wonder of Life*, (Simon & Schuster, 1952), pp. 114, \$2.50.

Parents, adolescents, and teachers need this excellent little book on how we are born and how we grow up.

RIFKIN, LILLIAN. *Our Planet and the Earth* (Lathrop, Lee and Shepherd Co., 1939), pp. 62, \$1.75.

Useful in its pictures and provocative for religious study in a course on beginnings.

ZIM, HERBERT S. *Science for Children and Teachers*, (Association for Childhood Education, 1953), pp. 56, \$.75.

Useful little booklet for teachers using science or nature in their courses with Junior age children. Describes the kind of science program children need and provides a variety of suggestions about equipment and use of materials. Many children's illustrated books by this author are available.

Fifth Grade

DEJONG, MEINDERT. *Bible Days*, (Fideler Co., 1949), pp. 80, \$2.36.

Fairly authentic pictures and ideas for use in teaching the life of Jesus to juniors. A book which children can read for reference work. Lends itself to reproduction into 2x2 color slides.

MARAMARCO, PHYLLIS. *The Life of Jesus*, (Hartford School of Religious Education, 1956), pp. 37, \$.50 mimeographed.

Section one is an introduction to the Palestinian setting in which Jesus lived and taught while section two deals with events of his manhood. The course has practical suggestions for educational experiences, worship, related games, questions for study and discussion and page references by subjects (such as market-place, occupations, government, religion of the Jews, etc.) in a number of books.

Sixth Grade

BARNETT, LINCOLN AND LIFE EDITORIAL STAFF. *The World We Live In*, (Simon and Schuster, 1956), pp. 216, \$4.95. il.

A special edition for young readers giving the history of our planet, earth. Adapted from the magazine articles and the larger adult edition.

CURTIS, MURIEL STREIBERT. *The Story of the Bible People*, (Macmillan, 1942), pp. xiii + 118, \$1.75.

One of the best over-all stories of the Bible for junior children in the home. When used with Parmalee's *A Guidebook to the Bible* (see page 39) and Baxter's *How Our Religion Began* (see page 36) it is a valuable resource for a course with ages 11-12.

Audio Visuals for Courses on Beginnings

Cell Division: Basis of Growth in All Living Things (Phase Films, 1949), 16 mm., 11 min., B&W, \$60.00. Jr.-A.

The high point of this film is seen when chromosomes form a definite pattern and separate as the whole cell divides. The question is why? how? What is the guiding power? May effectively be used to illustrate a main point in the book *Biology of the Spirit* by

Edmund W. Sinnott (Viking, 1955), pp. 180, \$3.50, which would be excellent background reading for adults.

Reviewed: Wilson - 574.8.

The Story of Prehistoric Man (Coronet Films, 1953), 11 min., Color, \$110.00, \$3.00 rental. Jr. and older.

Using discoveries of tools, bones and other remains, the probable life of early man is portrayed.

Reviewed: ELFA 1954, 1952; Wilson 1954, 571.

World We Live In (Life Magazine, 1953), A series of filmstrips at \$6.00 each. Color, Script on film. Jr. and older.

It is suggested that because the words are often too numerous and difficult they be painted out on the film and that for flexibility in use the strips be cut up into slides.

Audio Visuals for Courses on Life and Teachings of Jesus Christ

The Good Samaritan (B.F.C., 1939), 16 mm., 13½ min., rental: \$5.00, B&W, \$7.50 color. Older Jr.-A.

This puppet film is one of several produced for television. Others include: *The Ten Talents*, *The Lost Sheep*, *The Prodigal Son*. Some would restrict these films to children but adults can learn much from them too. Small children usually miss the real message of a parable.

Reviewed: VEF - pg. 57; EFLA 1951, 987.

Life of Christ—Elsie Anna Wood (SVE) 50 2 x 2 slides, color, sale: set \$25.00, glass 60c each. Pr.-A.

These are grouped by periods in the life of Christ. Same as the flat pictures. This set should be a basic set (with some weeding) for every church and the gaps filled in with slides selected from other sets. Very effective when only a few (three or four) are used at any one time for a specific purpose.

Many may want to avoid the use of those slides showing miracles which they do not understand or accept, and those slides without known historical foundation.

Reviewed: VEF - pg. 37.

See also audio visuals on this subject listed for primary ages.

Audio Visuals for Courses on Miracles in Life

Days of Wonder (Methodist, 1953), sound filmstrip, color, 50 frames, two 78 rpm or 1 33 1/3 record, sale \$10.00, rental \$2.50. Pr., Jr.

Reviewed: VEF - pg. 15.

Metamorphosis: How Insects Change Form (Life, 1952), 66 frames, color. Script on film \$6.00 (one of a series). Jr.-A.

Shows metamorphosis in a moth and the finding of Dr. Carroll Williams regarding the function of hormones in this process. It is suggested that only the first part be used with Juniors.

Reviewed: Wilson 591.

Monarch Butterfly Story (E.B.F., 1951), 16 mm., 11 min., Color, rental \$4.00. Jr.-A.

Reviewed: VEF - pg. 23.

Sermons From Science Series (Moody Institute of Science, 1952); two series of color filmstrips, Sale \$5.00 each. Jr.-A.

Reviewed: VEF - pg. 15, 16.

j. JUNIOR HIGH

BAINTON, ROLAND H. *Church of Our Fathers*, (Scribner's, rev. ed. 1941), pp. 219, \$3.50.

This story of the church with its quaint illustrations is of interest to young people and adults and provides the basis of an excellent course for ninth grade or older. Details can be supplied by other references.

The teacher's guide for this book is by Abbott and is published by Pilgrim Press. A set of 150 2 x 2 slides with a manual by Dr. Bainton is entitled *Panorama of the Christian Church* (Visual Education Service), \$70.00 sale, Rental \$10.00 in five parts. Reviewed VEF - pg. 99.

BAXTER, EDNA M. *How Our Religion Began*, (Harper, 1939), pp. 225, \$2.50.

A pioneer work in introducing groups to the religion and drama of the Old Testament. It is frequently used as a course for ages 11 to 15 as well as for teacher education.

CONVIS, LEWIS A. *Adventuring into the Church*, (Harper, 1951), pp. 186, \$2.50.

For use by the director of religious education, the minister or teachers of courses on membership in the church. Unusually interesting procedures and suggestions for teaching about the church.

FAHS, SOPHIA L. *Jesus: The Carpenter's Son*, (Beacon Press, 1945), pp. 160, \$2.50. Adult guide \$.85.

A rare and scholarly story about Jesus written for early adolescents. The point of view is liberal and constructive. Both homes and churches will find it useful.

FLIGHT, JOHN W. *The Drama of Ancient Israel*, (Beacon Press, 1949), pp. 201, \$3.25. Adult guide \$.85.

A scholarly Old Testament course for adolescents dealing largely with the Hebrews in Canaan before the great prophets. The teacher's guide is by Elsie Bush.

FLIGHT, JOHN W. *Moses: Egyptian Prince, Nomad Sheikh, Lawgiver*, (Beacon Press, 1942), pp. 146, \$2.50. Adult guide \$.60.

The J. E. document of the Old Testament story of Moses and a teacher's guide by Edna L. Acheson. Better when used with adolescents.

HARNER, NEVIN C. *About Myself*, (Christian Education Press, 1950), pp. 144, \$1.75. Pocket ed., \$.35.

An elementary book to help the adolescent understand himself. Useful in a course on "Becoming a Person" for ninth grade or older.

JENNESS, MARY. *Climbers of the Steep Ascent*, (Morehouse, 1943) pp. 142, \$1.05; Leader's guide, pp. 81, \$1.05.

Here are some useful stories of church leaders for young people which may be used as a course or in a church history class for ninth grade level.

LILLIE, AMY MORRIS. *I Will Build My Church*, (Westminster, 1950), pp. 192, \$2.50.

Written for Juniors but far more suited to early adolescents and may constitute a reading book for them in their study of Bainton's *Church of Our Fathers*.

MANWELL, REGINALD D. AND FAHS, SOPHIA L. *The Church Across the Street*, (Beacon Press, 1946), pp. 21, \$3.00.

Superior introduction to denominations and church history for junior or senior high school groups. It may be enriched with other references such as Bainton's *Church of Our Fathers*.

Audio Visuals for a Study of Jewish and Roman Catholic Neighbors

A Catholic and His Religion (Guardian Films for Catholic Diocese, St. Paul, Minn.), 60 2 x 2 slides, color. Apply for prices. Jr. Hi. and older.

Show seven sacraments, orders, Roman Catholic ritual. Color makes them superior. Available as free loan from National Conf. of Christians and Jews.

One God (Farkas, 1949), 16 mm., 37 min., B&W, rental \$10.00, also Filmstrip sale \$5.50. 100 frames, three parts. Jr. and older.

Based on book, *One God—The Ways We Worship Him* by Florence M. Fitch (Lathrop, 1944).

Reviewed: VEF - pg. 32. Wilson 1953, 200; Sat. Rev. Lit. 12/24/49.

k. SENIOR HIGH (Ages 15 - 17)

BAILEY, ALBERT. *Daily Life in Bible Times*, (Scribner's, 1943), pp. 362, \$4.50 revised ed.

Teachers of the Old Testament may well use it for background for their teaching.

BOUQUET, A. C. *Everyday Life in New Testament Times*, (Scribner's, 1945), pp. xix - 236, \$3.95.

Contains 102 illustrations by Marjorie Quennell. Written by an educator who has spent thirty years studying history of religions, this book points out clearly how closely Palestine was related to the Roman Empire. Shows how similar to our life many of the practices were then. Especially useful to Bible teachers and other adult groups.

BOWIE, WALTER R. *The Master, A Life of Jesus Christ*, (Scribner's, 1929), pp. 328, \$3.00. Out of print.

One of the author's best books for adolescents and could well be used as a course on Jesus with high school students.

BURKHART, ROY. *Making Our Friendships Christian*, (Judson, 1939), pp. 128, \$.50. Out of print.

Most helpful for a high school course.

CURTIS, MURIEL STREIBERT. *Their Faith and Ours* (Cloister, 1947), pp. 110, \$1.50.

A superior course on the prophets for older young people and adults created by an experienced teacher of the Bible. Interesting for all senior high school and above.

CUTLER, ETHEL. *One Prophet and Another*, (Women's Press, 1941), pp. 126, \$1.50. Out of print.

A rich course on the prophets for older adolescents.

HARNER, NEVIN C. *I Believe*, (Christian Education Press, 1950), pp. 128, \$1.75. Pocket edition: \$.35.

Valuable for adolescents and their leaders. It may be used in connection with a course on religious ideas and belief.

HEATON, E. W. *Everyday Life in Old Testament Times*, (Scribners, 1956), pp. 240, \$3.95. il.

Contains 126 drawings by Marjorie Quennell, photographs and

maps to make this one of the most useful books dealing with a difficult subject. Every church could find many uses for this book written by a Canon of Salisbury Cathedral.

HENRY, LYMAN I. *Paul, Son of Kish*, (U. of Chicago Press, 1923), pp. 356, \$2.50. Student's edition: \$1.90. Out of print.

Certain chapters are especially valuable for young people to read to understand the life of Paul and his religion.

HOPPER, MYRON T. *New Testament Life and Literature*, (Bethany Press, 1950), pp. 159, \$2.00.

Here is a pupils' and teachers' book in one. An excellent course for teachers, adults, but particularly for adolescents in church and week-day schools.

HUNTING, HAROLD B. *Thy Kingdom Come*, (Morehouse, rev. ed. 1951, pp. 107, leader's \$1.65, pupil's \$1.85).

This is a course introducing older adolescents to a religion related to the social meaning of the Christian Faith. There is a book for the pupil and one for the teacher.

KUNKEL, FRITZ. *My Dear Ego*, (Pilgrim Press, 1947), pp. 147, \$2.50.

This book gives the reader some help about himself and how to use the discoveries. Young people may well use this for study.

LYMAN, MARY E. *Jesus*, (Association Press, 1939), pp. x + 60, \$.75.

A Hazen book. Written for older young people by an able New Testament scholar presenting simply and most effectively the basic help on the life of Jesus. Useful as a course of study, for teacher reading or for use in the family.

MAY, HERBERT. *Our English Bible in the Making*, (Westminster, 1952), pp. 154, \$2.75.

Printed for the Cooperative Publishing Association.

PARMALEE, ALICE. *A Guidebook to the Bible*, (Harper, 1948), pp. 331, \$3.50.

This little book helps laymen and older young people understand the way the Bible grew. It should be required for all teachers and high school people. An excellent basis for a course.

POWDERMAKER, HORTENSE. *Probing Our Prejudices*, (Harper, 1944), pp. 73, \$1.25. Paper: \$.75.

Valuable course for adolescents and for leadership training.

RUST, HENRY R. *Life of Jesus*, (Pilgrim, 1951), pp. 88, teacher ed. \$.65, pupil ed. \$.40, paper.

A course in fifteen chapters following Mark's Gospel. Suggests additional helps, educational activities and reading as well as parent participation. Should be extended to six months.

STRANG, RUTH. *Investing in Yourself*, (National Education Association, 1945), pp. 96, \$.50.

Here are some high school units intended to help students to become more intelligent, more effective, and more conscientious consumers. Good for home-making and vocational studies in the church. Valuable for successful family living.

WICKENDEN, ARTHUR C. *Youth Looks at Religion*, (Harper, rev. ed. 1948), pp. 212, \$2.00. Out of print.

May be used as a course for high school or college level. Very good.

Audio Visuals for Courses on the Early Christian Movement

There are two complete sets of both films and filmstrips on the life of Paul. (Cathedral and J. Arthur Rank through United World). The discriminating and thoughtful user will probably want to read EFLA and VEF evaluations of them and preview individual prints before buying or renting. Some users will find the portrayal of the miraculous unusable while others may question the character of the man as portrayed.

Here is a subject where one may want to avoid using a film which is quite contrary to the over-all teaching goal. On the other hand, some leaders may prefer to present various views to their groups and thereby stimulate education through discussion. The teaching of Paul will not want to be overshadowed by his life alone.

Life of Paul (E and R, 1956), Filmstrip, 76 frames, Color, \$5.00 sale. Jr. Hi. and older.

The main events of Paul's life in the context of religious, political and cultural life of his time. Very well done.

Reviewed: VEF - pg. 100 - 104.

1. COLLEGE AND ADULT

Since this entire guide deals with materials for use with or by adults, young adults and college people, no references are listed here. Instead the user is referred to the many sections of the guide and possibly to sections for high school ages. See also sections on *College Campus and Religion and Adult Education*, pages 5 and 6.

7. DRAMA AND CHORAL SPEECH

Instead of numerous titles of plays being listed in this edition of this resource guide the user is referred to the following bulletin and to the catalogues of the publishers of plays.

BAXTER, EDNA M. *Drama for the Church*, (Hartford School of Religious Education, 1954), pp. 18 mimeo. \$.20. An annotated bulletin of over one hundred plays for such occasions as family night, Christmas, Easter, international and intercultural nights, Thanksgiving, for use with children and for entertainment. For many titles, the publisher, type of characters and royalty are given.

a. MARIONETTES AND PUPPETS

FICKLEN, BESSIE A. *A Handbook of Fist Puppets*, (Lippincott, 1935), pp. 329, \$3.50.

Rather comprehensive presentation of the varieties of fist puppets which may be constructed by primary and junior children. Brief discussion of dramatization.

HOBEN, ALICE M. *The Beginner's Puppet Book*, (Noble and Noble, 1938), pp. 150, \$2.00.

Simple, well-illustrated book on puppets of the string and marionette variety. Construction, dressing, manipulation and staging are presented in story and conversational form. Suitable for junior age or older children.

RICHMOND, ARTHUR. *Remo Bufano's Book of Puppetry*, (Macmillan, 1950), pp. 232, \$3.50.

Both hand puppets and stringed marionettes are presented in history and through ways of construction. Last half of the book contains several plays of folk-tale nature. Useful book for juniors and junior high. Drawings by Remo Bufano.

b. PSYCHO-DRAMA OR ROLE-PLAYING

HASS, ROBERT B. *Psychodrama and Sociodrama in American Education*, (Beacon House, 1949), pp. 251.

Useful in leadership and parent education.

SHAFTTEL, GEORGE AND SHAFTTEL, FANNIE R. *Role Playing the Problem Story*, (National Conference of Christians and Jews, 1952), pp. 78, \$.25. In quantities of ten or more—\$.20 each.

Valuable in intercultural processes for teachers of older children. (Part of a series on inter-group education.)

8. RELIGIOUS QUESTIONS

BRO, MARGUERITTE HARMON. *When Children Ask*, (Harper, revised ed. 1956), pp. 242, \$3.50.

The Author has completely revised her old book and made it more useful. Her plan is to provide alternative positions in answer to questions and so enable the adult reader to think his way through. When studied along with Hunter's *The Questioning Child and Religion* it is most useful.

HUNTER, EDITH. *The Questioning Child and Religion*, (Starr King, 1956), pp. 209, \$3.00.

Parents and teachers alike should be challenged by this book written by a woman trained in theology who has tried to face realistically the capacities and needs of growing children in the development of their religious faith. At times she is drastic in her position; but no reader can escape much of the truth which she is seeking in the guidance of children.

WALPOLE, ELLEN W. *Why Should I?* (Harper, 1949), pp. —, \$2.50.

A most suggestive help for parents and teachers of juniors and adolescents in dealing with their religious questions.

YEAXLEY, BASIL A. *Religion and the Growing Mind*, (Seabury Press, rev. ed. 1952), pp. 220, \$2.50.

The question presented here is not whether man will be religious but what religion will dominate him; for religion, Dr. Yeaxley maintains, is native to all men and begins in the parent-child relationship. Parents and teachers cannot escape influencing the religious development of children. A penetrating, realistic book of great potential value.

9. STORY TELLING

Many of the titles listed in this guide contain excellent stories for telling. See the complete guide for more references. Several listings by groups like the American Library Association contain references classified as to age suitability.

AMERICAN LIBRARY ASSOCIATION. *Short Stories for Children*, (American Library Association, 1955). A library reference book.

A subject and title index.

BROWN, JEANETTE PERKINS. *The Storyteller in Religious Education*, (Pilgrim, 1951), pp. 165, \$2.00.

Contains techniques of telling stories and gives criteria for selec-

tion. Several stories suitable for use in the church school are printed in the back of the book. One of the best books available on the subject.

EDICK, HELEN. *Story Sources for Use in Religious Education*, (Hartford School of Religious Education, 1954), pp. 67, \$.50 mimeographed.

Designed to give those who work with children and youth in the church some understanding of how stories contribute to religious education, and to acquaint the worker with story sources. Individual stories are arranged by age under various subjects and are keyed to the books in which they may be found. These are listed in an appendix.

MITCHELL, LUCY SPRAGUE. *Here and Now Storybook*, (Dutton, rev. ed. c. 1921), pp. 360, \$3.00.

This is a classic story book for use with ages 2 to 7 and reflects the way children create stories.

SAWYER, RUTH. *The Way of the Storyteller*, (Viking Press, 1949), pp. 318, \$2.50.

An able story teller presents her philosophy of story telling in a convincing and dramatic fashion. She includes a delightful collection of stories which may be of use in teaching story telling and for special occasions in home and church.

10. MISSIONARY EDUCATION

References on this subject will be listed in a special section of the completed guide.

HARNER, NEVIN C. AND BAKER, DAVID D. *Missionary Education in Your Church*, (Friendship Press, 1950), pp. 192. Cloth: \$1.75. Paper: \$1.25.

Valuable guide for the Board of Education and all teachers in the church. Contains specific and concrete ideas with suggestions for correlated posters, exhibits, dramatizations and other activities.

WELKER, EDITH F. *Friends With All the World*, (Friendship Press, 1953), pp. 192, \$2.75. Paper: \$1.50.

Most delightful ways to bring friendship among children and the bigger world. Invaluable for teachers of religion to study.

11. RELIGION AND SCIENCE

There used to be a time in the history of mankind when religious leaders and scientists seemed to be at odds with each other. They each had an incomplete picture of Truth — as, indeed, we still do.

But gradually as more is being learned there seems to be a growing realization that both a mature science and a mature religion are needed for any adequate relationship between man and God and His universe.

Space drastically limits references here.

MARTIN, P. W. *Experiment in Depth*, (Pantheon, 1955), pp. 275, \$4.50.

Deals with the works of Carl Jung, T. S. Eliot, and Arnold Toynbee. Pleads for scientific study of certain phases of religion in light of their observations. This study could be carried on by sincere laymen over a period of years during their normal day to day living.

SINNOTT, EDMUND E. *The Biology of the Spirit*, (Viking, 1955), pp. 180, \$3.50.

One eminent scientist finds a very close relationship between science and religion—religion that is universal to all mankind. Here is one scientist speaking out of his experience professionally for the religious (spiritual) nature of man. Challenging!

SMETHURST, ARTHUR F. *Modern Science and Christian Beliefs*, (Abingdon, Feb. 11, 1957), pp. 328, \$4.00.

A frank facing of the problems of distrust and hostility between science and Christian faith. Part I: Presuppositions of science and their relationship to Christianity; Part II: Various fields of science and their particular problems for the Christian; Part III: Elements of Christian belief difficult from the scientific viewpoint. Four appendices discuss logical positivism, dialectical materialism, existentialism and the communication of the gospel in a scientific age. Index.

12. BIBLIOGRAPHIES

BARROW, JOHN G. *Bibliography of Bibliographies in Religion*, (Ann Arbor, Edwards Bros., 1955).

HEATON, MARGARET and LEWIS, HELEN B. *Reading Ladders for Human Relations*, (American Council on Education, Rev. ed., 1955), pp. xi - 215, \$1.75.

An annotated list of 650 books for children's reading arranged around eight human relations themes: family, community, economic differences, differences between generations, new places and new situations, growing up, group membership, acceptance and rejection.

Paper Bound Books in Print, (Bowker Co.), pp. 100, \$1.00.

An index to 4500 inexpensive reprints and original editions with a selective subject guide as well as an author listing. Fifty-two publishers. Issued three times a year.

OUTLINE FOR MORE COMPLETE GUIDE

The following is an abbreviated outline for the more complete resource guide for education which is religious in emphasis — religious education as it is broadly conceived. Major divisions and only a few sub-topics follow:

While there are no cross references in this edition because of lack of space, the more complete edition will have numerous secondary listings for the convenience of users. It is also hoped that it will contain numerous references to many tools of communication other than books and the few films and pamphlets mentioned here. It will attempt to make known to all interested persons what is available. Supplements and revised editions will, of course, be necessary.

- A. GOD — Christian concepts of God and of human relationships with Him.
- B. JESUS CHRIST — His life and teachings and literature about Him.
- C. BIBLE — Old and New Testaments, backgrounds, lands and people, studies of the bible, how to use.
- D. PERSONAL CHRISTIAN LIVING — Basic Christian principles, understanding one's self, spiritual nature.
- E. FAMILY — Marriage, health, religious living, parent-child relationships.
- F. CHURCH — History, rural, urban, church-state relationship, architecture, ritual, doctrine, etc.
- G. RELIGIOUS EDUCATION IN THE CHURCH — See page 2 of this guide.
- H. PSYCHOLOGY — General, educational, tests, mental health, counseling, religious, social.
- I. COMMUNITY — Aged, housing, agencies, schools, social work.
- J. HEALTH AND SAFETY — Alcohol, drugs, tobacco, medical, etc.
- K. LEISURE TIME AND RECREATION — Camping, clubs, dancing, games, hobbies, etc.
- L. NATION — Citizenship responsibilities, freedom, democracy, government, ethnic groups, inter-group relations.
- M. RURAL COMMUNITY AND CHURCH.
- N. ECONOMICS AND BUSINESS — Labor-management relations, Christian living at work.
- O. VOCATIONS — Attitudes of Christians, selection, adjustments, church vocations, preparation.
- P. WORLD COMMUNITY — Atomic age, communism and Christianity, peace and war, U.N.
- Q. WORLD CULTURES, MISSIONS AND FRIENDSHIPS AMONG PEOPLES — Understanding peoples of the world and our missions.
- R. WORLD RELIGIONS — History of religions, scientific study and world religions.
- S. WORSHIP — Resources by age.
- T. WORLD OF NATURE AND SCIENCE — relations with religion.
- U. COMMUNICATION — Principles and techniques of communication, types of media, their production, distribution and use.
- V. APPENDIX — names and addresses

SCHOOLS OF RELIGIOUS EDUCATION

Those who want to study religious education at other schools than the Hartford School of Religious Education which are accredited by the American Association of Schools of Religious Education, may want to write to the secretary of that association for names and addresses of such schools: Dr. J. Burton Mark, Northern Baptist Theological Seminary, Chicago, Ill.

The discriminating student will want to know that these schools vary widely in their theological, biblical and educational viewpoints. If he does not have a clear understanding of his own viewpoint or knowledge of what direction he wants to go, he could find some helpful resources listed in this guide to stimulate his own thinking. He may choose to limit his educational experiences to a school whose viewpoint he already knows from having grown up with its graduates and followers or he may choose to broaden his own knowledge by studying what others think and practice.

Hartford is a fully accredited school meeting all of the requirements of the Association.

FACULTY OF THE HARTFORD SCHOOL OF RELIGIOUS EDUCATION

WALTER HOUSTON CLARK, DEAN; B.A.; A.M.; Ed.M.; Ph.D.

EDNA M. BAXTER, B.R.E.; M.A.; B.D.

RUTH SANGER CONANT, B.R.E.; A.B.; M.A.; B.D.

HELEN MARIE EDICK, B.R.E.; M.A.; Ed.D.

HELEN KHOOBYAR, B.A.; M.A.; Ed.R.D.; B.D.

DANIEL F. KRAFT, B.A.; M.A.

GEORGIANA WEI SIE, B.A.; M.A.; Ph.D.

Members of the other Faculties of Hartford Seminary Foundation who collaborate in giving some of the required courses are:

MOSES BAILEY, B.A., M.A., B.D., S.T.M., Ph.D.

CHARLES G. CHAKERIAN, B.A., M.A., B.D., Ph.D.

ALEXANDER C. PURDY, B.A., B.D., Ph.D.

ELWOOD STREET, A.B., M.A.

Courses in all four schools of the Foundation are open to all students registered in any one of them.

NOTE: In general the best training for careers in religious education can be secured at one of the accredited schools. For further information prospective students should write directly to the institution. Most theological seminaries, even though not set up as schools of religious education and accredited as such, offer at least some work in the field.